DOCUMENT RESUME

ED 400 769 HE 029 618

TITLE	Proprietary Institutions Priorities, Quality, and Productivity Executive Summaries.
INSTITUTION	Illinois State Board of Higher Education, Springfield.
PUB DATE	1 Oct 96
NOTE	15p.; For related documents, see HE 029 617-619.
PUB TYPE	Reference Materials - General (130) -- Reports - General (140)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Accountability; *Data Collection; Educational Economics; Educational Improvement; *Educational Quality; Postsecondary Education; Private Education; *Productivity; Program Effectiveness; *Proprietary Schools; School Effectiveness; *Small Colleges
IDENTIFIERS	Cooking and Hospitality Institute IL; DeVry Institute of Technology IL Addison; DeVry Institute of Technology IL Chicago; Harrington Institute of Interior Design IL; *Illinois; Illinois Institute of Art IL; Northwestern Business College IL

ABSTRACT

This paper, from the Proprietary Schools Advisory Committee, is an executive summary of reports on the productivity-quality efforts of nine Illinois proprietary institutions. For each school, productivity summaries are presented for instructional, public service, and research units as well as academic and administrative functions. Examples of accomplishments listed in the reports include: strengthened tutoring program; improved student retention efforts; installation of Windows 95 as the major operating program for computer labs; establishment of a non-academic counseling center; expanded opportunities for students to earn multiple degrees; development of accelerated Saturday Master's in Business Administration program; establishment of an innovative employee recognition program; use of funds generated by recycling program for facilities upgrade; and reduced costs of mass mailings resulting from adjusted timing of mailings. The following schools contributed reports: (1) Cooking and Hospitality Institute of Chicago; (2) DeVry Institute of Technology-Addison; (3) DeVry Institute of Technology-Chicago; (4) Harrington Institute of Interior Design; (5) Keller Graduate School of Management; (6) Midstate College; (7) Northwestern Business College; (8) Illinois Institute of Art at Chicago; and (9) Illinois Institute of Art at Schaumburg. (MAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 400 769

Proprietary Institutions
Priorities, Quality, and Productivity
Executive Summaries

The attached report prepared by the Proprietary Schools Advisory Committee is an executive summary of reports from the following schools: The Cooking and Hospitality Institute of Chicago, DeVry Institute of Technology-Addison, DeVry Institute of Technology-Chicago, Harrington Institute of Interior Design, Keller Graduate School of Management, Midstate College, and Northwestern Business College. Also attached are reports from the Illinois Institute of Art at Chicago and the Illinois Institute of Art at Schaumburg.

HE029618

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

October 1, 1996

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Illinois State Board of H.E.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Printed on Recycled Paper

BEST COPY AVAILABLE

PRIORITIES, QUALITY, AND PRODUCTIVITY

IN THE PROPRIETARY SECTOR

EXECUTIVE SUMMARY:

A Productivity Report
to the Illinois Board of Higher Education

From the Proprietary Schools Advisory Committee

Ronald L. Taylor, Chairperson

August, 1996

PRIORITIES • QUALITY • PRODUCTIVITY

Today, our democratic ideal is to provide access to quality education for all citizens. Over the course of history, society has consistently moved toward that goal, providing each succeeding generation with more education than the one before it. At the turn of the century, only about three hundred thousand students attended higher education institutions throughout the country. Right after World Wall II, that number shot up to more than two million. In the 20 years that followed, enrollments quadrupled to roughly eight million students and by 1993, enrollments had reached an unprecedented 14.5 million students. The makeup of this student population is increasingly diverse and is requiring higher education institutions to change to meet their needs.

Students in higher education today increasingly focus on:

- Quality education that is relevant to the workplace, preparing students to enter or advance in their professions.
- Education that is accessible to people with a variety of lifestyles, backgrounds, ages, incomes and levels of academic preparedness.
- Timely completion of programs and convenience, especially for commuter and part-time working students.
- Reasonable cost and good value for their investment in higher education.

As a sector, degree-granting proprietary institutions of higher education in Illinois are responding to the challenges of this new generation of students.

The tools developed in the early 1990's with the onset of the Board of Higher Education's P•Q•P Initiative continue to be valuable in this ongoing response.

The overall effort to focus priorities, strengthen quality, and improve the productivity of higher education in Illinois compels institutions to annually and thoroughly review their academic and administrative operations. Is it appropriate to reevaluate our respective missions and the priorities which derive from them? How do our actions relate to these stated institutional priorities? Are there more effective ways to run our enterprises? How do we ensure quality? How can we best preserve what is high quality while upgrading that which needs improvement? Are there some more productive methods of meeting our goals? What is worth keeping and, conversely, what should be terminated? This manner of institutional "soul searching" is a necessary part of any operation, but without the impetus of the Board of Higher Education's P•Q•P Initiative it might easily be deferred indefinitely.

PROPRIETARY SCHOOLS: QUALITY AND PRODUCTIVITY INITIATIVES

The Proprietary Schools Advisory Committee continues to support this P•Q•P Initiative as a positive force for mission-directed self-analysis and refinement in higher education. We are pleased to present in this Executive Summary an overview of some actions undertaken by representative institutions of the Advisory Committee.

Productivity of Instructional Units

- Strengthened tutoring program (Cooking and Hospitality Institute of Chicago)
- Strides made in standardizing lesson plans (Cooking and Hospitality Institute of Chicago)
- Re-instituted Advisory Council to review programs for quality improvements (Cooking and Hospitality Institute of Chicago)
- New demonstration classroom completed; construction begun on new library (Cooking and Hospitality Institute of Chicago)
- Improved student retention efforts; included improved registration process, enhanced delivery of student financial aid, expanded cooperative education program (DeVry Institute of Technology)
- Implemented the Computerized Placement Test, developed by the College Board, as entrance and placement examination (DeVry Institute of Technology)
- Upgraded computers in instructional labs with new Pentium computers (DeVry Institute of Technology)
- Provided each faculty office at Addison campus with computer, rather than previous shared faculty computer resource center (DeVry Institute of Technology)
- Established Addison campus as an Internet node and set up ten Internet access points at the Chicago campus; facilitated use of Internet as an academic and administrative resource for both faculty and students (DeVry Institute of Technology)
- Initiated alternative course schedule for Saturday classes of 7½ weeks instead of 15 with same number of hours and same terminal course objectives (DeVry Institute of Technology)
- Shortened accounting bachelor's degree program to eight semesters while refocussing the curriculum away from emphasis solely on CPA (DeVry Institute of Technology)
- Increased utilization of the Computer Aided Drafting Lab resources with no additional equipment cost (Harrington Institute of Interior Design)
- Revised classroom scheduling plan to more efficiently use available space (Harrington Institute of Interior Design)
- Reviewed credit hour allowances for certain evening division academic courses, resulted in generation of greater total credit per evening session student (Harrington Institute of Interior Design)
- Arranged more ideal class average headcount to reduce instructional costs per student (Harrington Institute of Interior Design)

- Established position of Academic Operations Manager to help ensure consistency of content and rigor across multiple educational centers; one of the six system-wide will operate at the Illinois centers (Keller Graduate School of Management)
- Relocated Learning Resource Lab to library area (Midstate College)
- Restructuring library staff positions to include Learning Resource Lab Coordinator and "share" Library Director with Carthage Campus (Midstate College)
- Restructured Court Reporting practice labs to enhance speed development (Midstate College)
- Installed Windows 95 as major operating program for computer labs (Midstate College)
- Implemented campus-wide retention study to reduce attrition (Midstate College)
- Developed mini-session courses (Midstate College)
- Continued special scheduling to manage revenue and provide intensive educational opportunities for students (Midstate College)
- Currently proposing to eliminate the Retail Merchandising program at the North campus (Northwestern Business College)
- Established "The School of Health Sciences"; expanded into new space at North campus which will house both allied health programs: Medical Assisting and Health Information Technology (Northwestern Business College)

Productivity of Public Service and Research Units

- Experimented with providing current students with part-time job opportunities (Cooking and Hospitality Institute of Chicago)
- Awarded 11 student achievement scholarships at the Chicago campus funded by gifts from employees matched by DeVry Inc. (DeVry Institute of Technology)
- Reallocated human resources at the Chicago campus to more effectively outreach to ethnic communities (DeVry Institute of Technology)
- Established non-academic counseling center at the Chicago campus to assist with problems that might interfere with pursuit of degree (DeVry Institute of Technology)
- Gateway to Electronics "summer camp" program initiated with US Robotics and Evanston, Maine, and Niles Township High School districts through the Chicago campus (DeVry Institute of Technology)
- Developed alternative tuition payment plans, including new program for those receiving tuition reimbursement from their employers (Keller Graduate School of Management)
- Developed student Leadership Team (Midstate College)
- Initiated Merit Scholarship Program to recognize student achievement (Midstate College)
- Added Learning Assistance Coordinator to monitor, counsel, and assist Success Track students (Midstate College)
- Expanding Fall Career Fair (Midstate College)
- Continued affiliation with WYNCOM to provide leadership training for area businesses (Midstate College)

Academic Productivity of the Institution

- Obtained accreditation from the American Culinary Federation (Cooking and Hospitality Institute of Chicago)
- Instituted several optional skill development and computer labs (Cooking and Hospitality Institute of Chicago)
- Committed 2% of annual salary budget at the Addison campus to faculty training and development; and at Chicago campus, continually increased over four years the professional development and training budget (DeVry Institute of Technology)
- Established formal articulation agreements with nearby community colleges at both campuses; continued internal articulation agreement between two campuses (DeVry Institute of Technology)
- Established a bachelor's degree completion program for electronic technician associate degree graduates (DeVry Institute of Technology)
- Conducted two self-studies over past four years for programmatic accreditation and for institutional accreditation (Harrington Institute of Interior Design)
- Increased role of faculty in governance (Harrington Institute of Interior Design)
- Developed systems to operationalize the academic concept of Mastery Learning which results in increased student performance, satisfaction, and retention (Keller Graduate School of Management)
- Expanded opportunities for students to earn multiple degrees (Keller Graduate School of Management)
- Established project team to determine methods for utilizing Cooperative Learning techniques in the classroom (Keller Graduate School of Management)
- Developed accelerated Saturday MBA program (Keller Graduate School of Management)
- Developed new Certificate in Health Services Management program (Keller Graduate School of Management)
- Increased communication among faculty and staff by publishing each term the newsletter "Center Pieces" (Keller Graduate School of Management
- Facilitated faculty inter-center communications by underwriting costs of and training on Internet (Keller Graduate School of Management)
- Assigned special task force representing faculty and staff to plan the measurement and documentation of student achievement (Midstate College)
- Implemented MAPS (Mandatory Assessment Portfolio Seminar) to initiate student participation in portfolio assessment (Midstate College)
- Initiated Steering Committee and Timetable for comprehensive North Central Association visit in 1997 (Midstate College)
- Initiated plan for inter-campus curriculum review in line with assessment activities and Business Outreach to reflect employer needs (Midstate College)
- Continued to prepare for final regional accreditation visit scheduled for May 1997 (Northwestern Business College)
- Hired one full-time librarian and two part-time reference librarians to staff both campus libraries; developed plan to increase holdings and reference materials (Northwestern Business College)

- Conducted an in-depth analysis of the college's general education, philosophy, goals, framework, and course offerings; recommendations developed and are being presented to the Board of Directors (Northwestern Business College)
- Obtained accreditation (first time at South campus, renewal for North campus) for maximum six years in the Medical Assisting program by the Commission on Accreditation of Allied Health Programs (Northwestern Business College)
- Obtain accreditation (North Campus) for maximum six years in the Hospitality Management program by the Commission on Accreditation for Hospitality Management (Northwestern Business College)
- Seeking accreditation (both campuses) from the American Bar Association for the Paralegal program (Northwestern Business College)
- Currently working to involve faculty in grass-roots effort to redesign, articulate, and implement separate department plans with specific objectives and goals (Northwestern Business College)

Productivity of Administrative Functions

- Eliminated teaching duties for executive chef to enable him to devote full time to quality issues (Cooking and Hospitality Institute of Chicago)
- Governing Board continues to be active in the budget process and in offering guidance to control expenses (Cooking and Hospitality Institute of Chicago)
- Contracted with Education Credit Services to work with student borrowers during grace period to ensure they make first loan payment (Cooking and Hospitality Institute of Chicago)
- Computer hardware upgraded to include new file server and several workstations; moved to windows environment (Cooking and Hospitality Institute of Chicago)
- Established innovative employee recognition program called "Pause for Applause" at the Chicago campus which was developed by the Process Improvement Committee of the Quality Initiative (DeVry Institute of Technology
- Conducted surveys to measure student and staff satisfaction at the Addison campus (DeVry Institute of Technology)
- Collected funds generated by recycling program at the Chicago campus to use for facilities upgrades at that campus (DeVry Institute of Technology)
- Internally reallocated human resources at the Chicago campus to more productively provide career-related co-op jobs, general part-time jobs, and faculty assistant positions to students (DeVry Institute of Technology)
- Appointed new Director of Placement, resulting in additional emphasis on part-time field related employment to offer interested upper level students the advantages of an internship experience without lengthening program (Harrington Institute of Interior Design)
- Acquired additional computer hardware and software to increase the efficiency of administrative functions and to allow for administrative networking (Harrington Institute of Interior Design)
- Reduced costs of mass mailings by adjusting timing of mailings (Harrington Institute of Interior Design)

- Began installation of new computer system, including new hardware; new and improved Windows-based software; and telecommunications enhancements, including the replacement of existing modems with routers and connections to digital lines (Keller Graduate School of Management)
- Developing Internet World Wide Web access, including plans to offer e-mail addresses and full Internet access to students who have computer equipment at home (Keller Graduate School of Management)
- Created new position of Director of Technology and Information Services to oversee the management of the School's information systems, schoolwide implementation of Internet access, and the use of technology in the classroom (Keller Graduate School of Management)
- Expanded Business Outreach activities and added position of Business Outreach Coordinator (Midstate College)
- Expanded task force approach in developing brochures, catalog, view book, and other marketing pieces (Midstate College)
- Investigating alternate locations for the college to ensure parking for students and more efficient utilization of utilities and resources (Midstate College)
- Revamped the Strategic Planning Committee to operate more effectively (Northwestern Business College)
- Reviewed the school's mission statement (Northwestern Business College)
- Conducted employer, alumni, and faculty surveys (Northwestern Business College)

CONCLUSION

The degree-granting institutions in the proprietary sector show through this extensive listing that we are committed to the P•Q•P initiative.

Our entire campus communities are involved in this process, from the Board of Directors, through faculty and staff, through the student body. Each campus utilizes differently named mechanisms (e.g., "Strategic Planning Committee", "Quality Initiative", "Process Improvement Committee") in these efforts, but all of these entities show how the initiative has become a part of the regular governing and policy development process at the schools.

Overall, the new initiatives, the continued activities, and the program eliminations enacted by the proprietary institutions this year result from the reviews conducted under the initiative. Once again, the P•Q•P initiative has helped to provide the framework for productive self scrutiny.

revised 8/20/96

The Illinois Institute of Art at Chicago
Priorities, Quality and Productivity (P. Q. P.)

INTRODUCTION/PREFACE

The Illinois Institute of Art at Chicago (ILIA-Chicago) is happy to report the actions taken and results achieved in its priorities, quality and productivity initiatives during 1995-6 as requested by the Illinois Board of Higher Education. This institution, now owned by The Art Institutes International, was formerly known as the Ray College of Design-Chicago which had been in existence for 80 years. The new Board of Trustees believes in the importance of active participation in all efforts of the Illinois Board of Higher Education to focus priorities, strengthen quality, and improve the productivity of Illinois higher education. Therefore, the Board has called upon the President and management team to document the initiatives and achievements reported herein.

I. INSTRUCTIONAL UNITS

A. Strengthening Quality

Library

While the library collection is scheduled to double in two to three years, the major enhancement has been technological. The Resource Center has developed and begun to implement a five-year plan for major technological and resources development. The library has installed a computer, retro-catalogued the collection from Dewey to Library of Congress numbers, installed the McGraw-Hill (Columbia) Library System into which the new online catalog has been loaded. We are in the process of bar coding to automate circulation. Within months we will follow OPAC (Online Public Access Catalog) and the equipment to provide this.

Classroom Technology

In order to ensure that technology exists in sufficient numbers and kind to adequately support existing or planned curricula at the Illinois Institute of Art, an analysis was conducted that resulted in the installation of two new computer labs. The analysis included various research instruments, such as competitive technology analysis, an industry need analysis, and a technology hardware and software analysis. Installation of a twenty-five station Apple PowerMac 9500 lab and a fifteen station Hewlett-Packard Vectra XU Pentium lab has been completed.

B. Improving Productivity

Illustration Program Teach-out

A curriculum development process for each program of study includes a comparative analysis of exit competencies and industry needs. The traditional Illustration program at the Illinois Institute of Art is being phased out as a result of the curriculum development process. Analysis found significant technological changes and demands in industry resulting in limited placement opportunities for graduates. Subsequently, four technology based degree programs have been developed and are now being offered in order to keep pace with the rapid advances in industry.

II. ACADEMIC/EDUCATION PROGRAMS

A. Strengthening Quality

General Education

The school has increased the percentage of General Education course offerings in each program including an infusion of physical science courses. The mathematic and science curriculum is now designed to give students basic scientific instruction and a mastery of mathematics. The remaining General Education courses satisfy the need to produce artists who are both skilled and sensitive to the society in which they practice their craft.

Remediation

As a supplement to the Transitional Studies courses, a computer-based remediation lab has been installed which provides tutorial assistance to the students.

B. Improving Productivity

Extension of Existing Programs

Concurrent with the phase out of the Illustration program was the addition of several new technology based degree programs. These, the A.A.S. in Computer Animation, B.F.A. in Media Arts and Animation, A.A.S. in Multimedia Production, and B.F.A. in Multimedia Communications, were developed to provide our students with the academic and technology skill outcomes they need to compete in the marketplace.

Quarter vs. Semester Based Calendar

The academic calendar has been changed from a semester to a quarter based cycle. This places the Illinois Institute of Art in line with the nine other schools in the Art Institutes International system. All system-wide academic and management tools are based on an academic quarter cycle. The conversion to the quarter calendar enables the school to access data bases and MIS systems such as the SUN and CARS systems described below. These systems provide for efficient management of academic data which results in improved completion and placement management. Additionally, the quarter based cycle provides students with the option of uninterrupted matriculation through the program, a feature which increases persistence and overall cost efficiency.

III. ADMINISTRATIVE FUNCTIONS

A. Strengthening Quality

SUN system

The Art Institutes International Management Information System. SUN (Satisfying User Needs) is in the installation process at the ILIA-Chicago. The advantages of the system are numerous. First, the data base is relational. In the past, each department had its own student information. Updates to student information were as timely as the staff reaction and despite earnest attempts, not always circulated among departments. The same data was input 4 to 5 times from admissions to the registrar, student financial planning and student services. The Institution had a very limited ability to do institutional research due to superficial student profile and demographic data. Not only were efforts duplicated within each of the individual schools, but also system wide. The schools were not able to share job leads for graduates or measure and compare outcomes as effectively as the system now allows.

Financial Planning

A more sophisticated and individualized Student Financial Planning system has been adopted.

Student Services

School sponsored housing facilities have been identified. Students will be able to incorporate the cost of housing within the financial plan and make one monthly payment for the balance of costs for both tuition and housing.

B. Improving Productivity

Additional Physical Space/Improvements

The school is adding approximately 4,000 square feet of classroom space to the Chicago campus. The new classrooms will be for the Fashion programs and will include new classroom furniture. Both campuses have had classroom furniture upgrades which include new drafting tables, stools, and chairs.

Submitted July 19, 1996

The Illinois Institute of Art at Schaumburg
Priorities, Quality and Productivity (P. Q. P.)

INTRODUCTION/PREFACE

The Illinois Institute of Art at Schaumburg (ILIA-Schaumburg) was formerly known as the Ray College of Design-Woodfield which had earned a distinguished reputation over its 12 years of service. The new owner, The Art Institutes International, sought and received authority to operate by the Illinois Board of Higher Education, and established a new Board of Trustees in November, 1995 with responsibility for the Illinois Institute of Art at Schaumburg and the Illinois Institute of Art at Chicago also acquired by The Art Institutes International. With assistance of the Central Services Staff the Art Institutes International, strategic initiatives were carried out to strengthen the quality of the educational programs and services and to improve the productivity of the newly acquired institution. During the regular quarterly meeting of the Board of Trustees on June 21, the President proposed and the Board formally adopted the policy that ILIA-Schaumburg will participate in the Board of Higher Education's Priorities, Quality, and Productivity (P.Q.P.) Program as herein reported.

I. INSTRUCTIONAL UNITS

A. Strengthening Quality

Library

All preparations have been completed for internet connections to OCLC FirstSearch and NetFirst and the online subscription Compuserve. The Head Librarian is trained in Internet searching. Training sessions for the staff and faculty are planned. ILLINET (interlibrary loans) is now available online. The library has extensive vertical files of specialized information and trade materials most of which is available online. Especially noteworthy is the picture file, the history of art and the designer files.

Interior Design Resource Center

The Resource Center has developed and begun to implement a five-year plan for major technological and resources development. The Resource Center has developed an Interior Design Sample Collection of fabrics, laminates, wood, wall coverings, etc. for student use. Samples are also available over the Internet via an online resource service the school subscribes to for the Interior Design students. A Hewlett-Packard XU Pentium station is dedicated to the Resource Center for this specific purpose. The Resource Center also has student-use computers with word processing and graphic programs.

Classroom Technology

Providing sufficient tools to deliver the exit competencies of a program is paramount to quality education. In order to ensure that technology exists in sufficient numbers and kind to adequately support existing or planned curricula at the Illinois Institute of Art,

new classroom technology that supports both the Windows and Macintosh environments has been acquired. Installation of a twenty-five station Apple PowerMac 9500 lab and a fifteen station Hewlett-Packard Vectra XU Pentium lab has been completed. The school will continue to sustain this level of classroom technology and build upon it.

B. Improving Productivity

Fashion Marketing Program Teach-out

Exit competencies in our educational programs must reflect the current marketplace in order to provide students a significant competitive advantage and successful placement. As industry needs change, existing programs of study are either modified to reflect the industry shifts or phased out. The traditional Fashion Merchandising & Marketing program is being phased out at ILIA-Schaumburg as a result of a significant shift in the flow of inquiries from this suburban location to the Chicago campus. The Fashion Merchandising A.A.S. and Fashion Marketing and Management B.A. programs at Chicago are continuing to develop and maintain important relationships with fashion industry. Marketplace opportunities for students are enhanced by the location of the school in the Apparel Center.

II. ACADEMIC/EDUCATION PROGRAMS

A. Strengthening Quality

General Education

The mathematic and science curriculum is now designed to give students basic scientific instruction and a mastery of mathematics. Fundamentals prepare students and integrate the various disciplines with the science and mathematics. Actual problems encountered by students in their respective fields are featured in their daily course work.

Remediation

The Illinois Institute of Art tests incoming students as to their preparedness to undertake college-level course work in English or mathematics. Students found to be deficient in English or math may now be required to enroll in one to three Transitional Studies courses offered by the school.

B. Improving Productivity

Extension of Existing Programs

Concurrent with the phase out of the Fashion Merchandising & Management program, the A.A.S. in Computer Animation, B.F.A. in Media Arts and Animation, A.A.S. in Multimedia Production, and B.F.A. in Multimedia Communications were developed and approved by the Illinois Board of Higher Education.

Quarter vs. Semester Based Calendar

The academic calendar has been changed from a semester to a quarter based cycle.

III. ADMINISTRATIVE FUNCTIONS

A. Strengthening Quality

SUN system

The Art Institutes International Management Information System, SUN (Satisfying User Needs) is in the installation process at ILIA-Schaumburg. The advantages of the system are numerous. Transcript and degree audits are now automated, attendance and grades may be scanned. As a result, "at risk" students may be identified sooner and a more proactive approach to retention management is possible. The system retains an address history for each student. This feature is helpful for doing alumni surveys and for Title IV Loan Default Management.

Financial Planning

A more sophisticated and individualized Student Financial Planning system has been adopted. During the Admissions Interview, and institute representative may, by asking for general income, asset and family information, provide the student and parent with an estimated monthly payment. If the student is accepted, the actual planning process includes individualized help with questions related to the completion of financial aid forms. Subsequently, a member of the financial aid staff meets with the family to develop a payment arrangement that best matches their needs and resources. The student financial planning staff has been increased to enhance the service to students.

Student Services

Employment assistance to students and graduates has been expanded. Our goal for placement (85% within six months of graduation) will require much more aggressive job lead development. New staff has been added.

B. Improving Productivity

ROKSI

ROKSI, the Repository Of Key Statistical Information, is a software program now in use that provides historical data on key statistical areas. Longitudinal statistical data is available through ROKSI in the following areas: retention, including quarterly retention completion rates by cohort group, employee retention; placement statistics by academic major and level which are used primarily for proactive retention management; course - section ratios; capital and household investments, both historical and projected; recruitment efficiency measurements; facilities and operating expenses calculated per square foot; school sponsored housing occupancy history and projections; and finally, overall institutional financial history and projections.

Submitted July 19, 1996